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Minutes
State Board of Education Retreat
August 21, 2005

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The State Board of Education held a Retreat at Northern Arizona University, The Inn at NAU, San Francisco and McCreary Streets, Flagstaff, Arizona. The meeting was called to order at 11:07AM.

Members Present	**Members Absent**
Dr. Matthew Diethelm, President	Dr. Michael Crow
Ms. JoAnne Hilde, Vice President	
Superintendent Tom Horne	
Mr. Jesse Ary	
Ms. Nadine Basha	
Ms. Joanne Kramer	
Ms. Anita Mendoza	
Dr. Karen Nicodemus	
Ms. Cecilia Owen	
Dr. John Pedicone	

REPORTS AND DISCUSSION

     A.   Introduction from the President   Dr. Diethelm

Dr. Diethelm introduced Mr. Jim Wiegel, Senior Associate, The Institute of Cultural Affairs, who served as facilitator for the Board's discussions. Dr. Diethelm noted that today's purpose is to get views/opinions out on the table and try to come to a consensus regarding issues the Board should be looking at.

Dr. Diethelm suggested that the budget discussion should be in the context of the following methods of operation:

- NASBE Study Groups
- Effective methods of communication to various stakeholders around the state
- Reallocating existing funds and projecting additional needed funds

Mr. Wiegel suggested that today's discussion focus on the following:

- Identify key issues for the coming year
- Action items
- Board operations
- Next steps
- Study session regarding AZ LEARNS

     B.   Report and Discussion Regarding Board's FY 2006 Budget

Mr. Vince Yanez, Executive Director, State Board of Education, presented the following budget line items of the current State Board budget for consideration:

- Largest budget items
  - Rent $31,000 this year
    - The majority of the rent is for the Board room and other areas of ADE do not pay rent for use of this room
  - NASBE dues $20,747.58

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- monies had to be allocated from other line items to cover the increase in dues
- $8000 was allocated for travel
  - will barely cover the expenses for members to travel to and from State Board meetings
  - not enough extra funding to cover special meetings, trainings, seminars, etc. for Board members

Ms. Owen asked who Mr. Yanez and Board staff work for and who the rent payment is made to. Mr. Yanez explained that the State Board Executive Director and Staff serve at the pleasure of the State Board. Superintendent Horne stated that according to statute, the Executive Director works for him, but that he usually defers to the President of the Board. Dr. Pedicone clarified that the employment administration, i.e. human resources, personnel, administration, etc., is carried out by the Arizona Department of Education but the job responsibilities fall under the auspices of the State Board.

Mr. Yanez explained that at a State Board Study Session in 2000 the responsibilities and duties of the Executive Director and Board staff were delineated and it was clarified that they serve at the pleasure of the State Board. He added that the State Board's budget, however, is a line item within the Arizona Department of Education's budget.

- A request for an increase would have to be submitted through ADE's budgetary request.

Mr. Yanez noted that the job description of the Executive Director was rewritten at the 2000 Study Session and that he will forward a copy of it to members.

Superintendent Horne noted that statute states that the Executive Director works for him but that he usually defers to the State Board President.

Dr. Diethelm clarified that the Board has no bureaucratic structure so this arrangement is necessary to provide a tangible entity for administration purposes.

- Separate line item/budget allocation of $50,000 is for Parent Surveys
- The Legislature is open to suggestions regarding budget increase requests

    C.   Discussion Regarding Board Member Priority Policy Issues for the Coming Year. Discussion May Include, but is not Limited to, Current Board Policies and Procedures as well as Possible Legislative and Administrative Initiatives.

Mr. Wiegel asked members to work in small groups and list priority issues that the State Board needs to address. Following are the categories and sub-categories as delineated by these groups:

ACHIEVEMENT
- Student engagement
- Drop Out prevention
- Assessments
  - Additional
  - End of course
  - Formative that leads to success
- HS Graduation performance
  - context of work/ post sec accountability
- Early childhood
  - Full day K – 18 student limit
  - Pre-K students
  - Balanced Curriculum

- Address/reduce
- Level playing field
- Social Studies and Science
  - Develop Resources
  - Standards

MEASUREMENT AND ACCOUNTABIITY
- AIMS
  - Early Identification and Intervention
  - Address the ELL Hispanic, native American and black student needs
- Continue focus on assessment and its impact on under represented population
  - Minority
  - Poor
  - Other
- Establish clear direction on AIMS
- AZ LEARNS Evolution
  - MAP Improvement
  - HS Equity

PROFESSIONAL DEVELOPMENT
- Teacher training and professional development
  - Mentoring; prep tutors
- Teacher development
- Crisis in Leadership; building and central office (principals and superintendents)

TECHNOLOGY INTEGRATION
- Technology
  - Affect learning
  - Data
  - In class formative assessment
  - homework
- Social Studies and Science
  - Develop resources
  - Standards
- Public perception of schools
  - SBE as policy maker Debug myths
  - Frame Issues

RESETTING VISION, GOALS, INNOVATION
- Strategic Plan
  - Research
  - Implementation
  - Evaluation
  - Goal Setting
  - Performance Objectives

ADVOCACY
- Money/Legislature/Government
  - Well articulated legislative agenda

- Technology
  - Administrative and School sides
- Involve stakeholders in educational policy
  - Local
  - District
  - State
  - Include Legislative awareness
- School time
  - Hours
  - Days
  - Only ways to catch up
    - Extra effort
    - Extra time
    - Extra attention (smaller class size)

After further discussion the members delineated the following key points:

ACHIEVEMENT -Student Success (Student engagement and expectations and success) (ACADEMIC, CITIZENSHIP, ECONOMIC):
- Preparation
  - Early childhood
  - K-12 native speakers
- School readiness
- Content knowledge and skill acquisition
- Outcome
  - Hs graduation: rigor, relevance and relationships
  - Dropout
- Not losing lagging students
  - Keep engaged
  - Strategies
  - Equity / Poverty inequities
- Honoring multiple pathways

MEASUREMENT AND ACCOUNTABILITY FOR ACHIEVEMENT
- Support fair, equitable and reasonable assessment
- Continuous improvement
- Other aspects than standard setting
- Impact of assessment on poor and minority students without different standards get to undermining
- Focus on how much students have learned; look at way to move up achievement
- New ways to assess schools
- Whole system improvement
- Implications –resources/has not been happening/balancing the system
- Alternative process of assessment not subjective
- Breadth – assessing 3 of the 9 standards with a look at assessing two more in a few more years
  - Need resources for this

- Alternative assessments will be proposed-how do we respond?
- Board role re: AIMS-need to be more pro-active as a priority
- Need consistency in what we say: subjective/prove
- Big picture of education for everyone

ADVOCACY
- Teacher Mentoring
  - Activating Board's position to all levels of legislature and public
  - Perceptions of Public re: SBE, Education
- Utilize media outreach
  - Have not been doing this
- Articulate key vision and directions
- Schedule meetings with Senate and House Education committees to push SBE agenda
  - Attend sessions and push SBE agenda
- Request more money so members can attend national conferences to see how other states do this and how key issues can be addressed

PROFESSIONAL DEVELOPMENT
- Mentoring
  - Advocating for mentoring funding so new teachers can move up quicker
- Numbers-availability of Master Teachers
  - Recruiting, developing and retaining Master Teachers
- Tools and technology for teachers
  - Teachers need to learn Arizona standards and how to write lesson plans to those standards
- Sustained development of capacity of districts, regions
- Site level development
- Implementation accountability
- Principal and school board member leadership
  - Recruiting
  - Mentoring
  - Developing
- Move teachers to the places where they are most needed

RESETTING VISION, GOALS INNOVATION
- High school renewal
  - What should a high school student know and be able to do upon graduation
  - Personalization for students
    - CTE
  - Research driven
    - Continual collection
    - Look at what others have done
  - Challenge the paradigm
  - Look at the school day/recent studies
  - Larger context for acting on matters
    - How all fits together
  - How do the nine standards interact

- Leads to strategic plan
    - Been making short-term decision
    - Need big picture to make long-term decisions
- Includes early education, i.e., kindergarten student coming into first grade, etc.
- Enlarging vision

TECHNOLOGY INTEGRATION – USE OF DATA
- Learning tools
- Teaching tools
- Administrative tools
- Communication tools
- How does e-learning encompass and fit into the whole education
    - Evaluate effective e-learning
    - Student production/same
- Kids like if
- Tucson: Vail school giving all kids a laptop
- Gap: teacher knowledge and student ability
- Economic – access
- Digital divide
- How have other states solved this: have expert speak to SBE?
- Challenge with technology - dealing with SAIS, IDEAL, etc.
    - Schools have had to add positions to deal with technology/data
    - Cuts into school's budgets in other areas
- Infrastructure, ITA, Corporation Commission
- Substitute for books?

NEXT STEPS:
- Assign a topic to groups of approximately three members who brainstorm and then report to the entire Board at a subsequent meeting
- To adhere to the open meeting law each sub-committee meeting will be posted
- Prioritize issues in numerical importance for this year
- ADE legislative agenda should be given to the SBE in September so the SBE could add to it if desired before Legislature convenes in January
    - Superintendent goes out of his way to accommodate desires of SBE members and will try to push these items unless the Superintendent has very strong feelings against an item
- SBE should be farther-looking

To move these projects forward, it was suggested that small groups present action steps for a long-term and the short-term. Dr. Diethelm noted that small groups should work on their topics and then report out to the entire group at the next special meeting. The results of these group meetings can be forwarded to Mr. Yanez so he can assimilate them for the special meeting agenda.

SUB-COMMITTEES/TOPICS:
Ms. Basha, Mr. Ary: Advocacy
Ms. Owen, Dr. Diethelm: Technology
Ms. Mendoza, Ms. Kramer, Dr. Pedicone, Ms. Owen: Professional Development

Ms. Hilde, Dr. Nicodemus, Ms. Mendoza: Achievement
Dr. Nicodemus, Dr. Pedicone, Dr. Diethelm: Resetting Vision
Dr. Diethelm, Dr. Crow : Measurement/Accountability
Superintendent Horne will join various groups as his schedule allows.

A special meeting for these reports to the Board will be scheduled for the second week in September or October, 2005.

A draft of a template for the Priority Issues was formulated and is attached.

E.   Presentation and Discussion Regarding Proposed Modifications   Dr. Franciosi
To the AZ LEARNS School Classification Formula

Dr. Robert Franciosi presented an in-depth report on the AZ LEARNS formula via PowerPoint Presentation. (Please see the presentation and memos provided in the materials packet) In addition, the proposed changes are noted in the attached Memorandum.

- Measure of Academic Progress (MAP) measured in the past with SAT9
- Comparisons could not be made with the DPA/Terra Nova test
    o Aggregate comparisons were acceptable, but not on a student level
- Next plan was to use AIMS-to-AIMS via the field test
- New plan is to use the state norms using the same definition for growth as was used for MAP
- Standard deviation on AIMS will be smaller
- The SBE recommended the top of the range that schools achieved, so that all schools that are close to under-performing can receive help
- MAP is to determine the schools in the poor neighborhood that did well on MAP
- Converting the criteria to a state-referenced test in this transition year will give the comparison from last year to this year and will also enable the conversion to AIMS-to-AIMS in the following years
- AZ measures performance by looking at the per cent of students passing
- The recommendation is for the school improvement points to be calculated with the 2003 baseline, the 2002-2004 average and the change between the two
- New points proposed for status are on page 6 of the attached memo
- New cut points for growth groups are on page 10 of the attached memo
- Thresholds to be proposed are a range from 9-11 in the old score and using the new MAP a school that earns less than 13 points would receive a profile of underperforming
- A school earning 19 or more points would be rated as excelling
- The preliminary release of the rankings will be on the ADE web site on a common logon on September 14 where schools can look at their label and then have time to file an appeal before the final release of their rankings which is October 15.

ADJOURN
Motion to adjourn by Dr. Nicodemus. Seconded by Superintendent Horne. *Motion passes.*
Meeting adjourned at 5:35PM.

ACHIEVEMENT STUDENT SUCCESS	MEASUREMENT AND ACCOUNTABIITY	ADVOCACY	PROFESSIONAL DEVELOPMENT	VISION, GOALS, INNOVATION	TECHNOLOGY INTEGRATION – USE OF DATA
• Preparation o Early childhood o K-12 native speakers • School readiness • Content knowledge and skill acquisition • Outcomes: o Hs graduation: rigor, relevance and relationships o Dropout • Not losing lagging students o Keep engaged o Strategies o Equity / Poverty inequities • Honoring multiple pathways	• AIMS • Support fair, equitable and reasonable assessment • Continuous improvement • Other aspects than standard setting • Impact of assessment on poor and minority students without different standards get to undermining • Focus on how much students have learned; look at way to move up achievement • New ways to assess schools • Whole system improvement • Implications –resources/has not been happening/balancing the system • Alternative process of assessment (not subjective) • Breadth – assessing 3 of the 9 standards with a look at assessing two more in a few more years o Need resources for this • Alternative assessments will be proposed-how do we respond? • Board role re: AIMS-need to be more pro-active as a priority • Need consistency in what we say: subjective/prove • Big picture of new assess, improve education for everyone	• Teacher Mentoring o Activating Board's position to all levels of legislature and public o Perceptions of Public re: SBE, Education o Utilize media outreach • Articulate key vision and directions • Schedule meetings with Senate and House Education committees to push SBE agenda o Attend sessions and push SBE agenda • Request more money so members can attend national conferences to see how other states do this and how key issues can be addressed	• Mentoring o Advocating for mentoring funding so new teachers can move up quicker • Develop, recruit and retain Master Teachers • Tools and technology for teachers o Teachers need to learn Arizona standards and how to write lesson plans to those standards • Sustained development of capacity of districts, regions • Site level development • Implementation accountability • Principal and school board member leadership o Recruiting o Mentoring o Developing • Move teachers to the places where they are most needed	• High school renewal o What should a high school student know and be able to do upon graduation o Personalization for students ▪ CTE o Research driven ▪ Continual collection ▪ Look at what others have done o Challenge the paradigm o Look at the school day/recent studies o Larger context for acting on matters ▪ How all fits together o How do the nine standards interact o Leads to strategic plan ▪ "day-after-tomorrow" thinking ▪ Look at big picture to make long-term decisions o Includes early education, i.e., kindergarten student coming into first grade, etc. o Enlarging vision	• Learning tools • Teaching tools • Administrative tools • Communication tools o Evaluate effective e-learning • What will 2-5 year-olds be like when they start school • Tucson: Vail school giving all kids a laptop • Gap: teacher knowledge and student ability • Economic – access • Digital divide • How have other states solved this: have expert speak to SBE? • Challenge with technology - dealing with SAIS, IDEAL, etc. o Schools have had to add positions to deal with technology/data o Cuts into school's budgets in other areas • Infrastructure, ITA, Corporation Commission • Substitute for books?

NEXT STEPS AS SUGGESTED BY MR. JIM WIEGEL, FACILITATOR:

1. Review the work that was done

2. Identify in 3-5 short statements or bullet points the CURRENT REALITY (what are the couple of key things going on now that make this an important priority for the Board to address -- could be trends, opportunities, whatever . . .)

3. Identify 2-4 success indicators -- what do we want to have happen, how would we know (measure), as a Board, that we were being successful in addressing this issue?

4. With those 2 in place, the small group could then recommend a couple of concrete activities or accomplishments for the coming year or two that would deal with the current reality and move towards their success indicators.

If that were done in these small groups, the Board, at their special meeting, could go through the 6, make some refinements or additions, and then be able to select which activities it will ACTUALLY DO in the coming year (if you have 2, 3, or 4 suggested actions for each priority, that would give somewhere between 12 and 20 all told). I am guessing the Board would want to choose just 3 or 4 key ones to take on and work out details of timing, who is responsible, etc.

PRIORITY ISSUES

TOPIC: _____

Activity	Priority Rank (1, 2, 3)	Proposed Completion Date	Primary Responsibility	Budget Implications	Expected Outcome(s)	Research